**Lesson Plans for Mrs. Hanlon’s Class**

**Monday October 17, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Chapter Review**

* *Complete Chapter Review and Test Preparation p. 318-319*
* Optional: Have students create acrostic poems with one of the feeling words

**Homework:** Work with group on poster.

**Assessment:** Completed posters and presentations of posters

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by identifying different “O” vowel patterns in words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All you’ve got

**Activities**:

1. **Anticipatory Set:** Use page 181E-181F in teacher’s manual to have students find the long vowel sound. Have students write their own words and have it checked by the class.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 121-123 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Lesson 4: More Plural Nouns**

**Objective:** Students will write plural form on nouns ending with “f”, “fe” and “o” and some nouns that have special forms.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Place the “One Minute Warm-up” activity on the board.
2. Read and complete pages 72-73 as a whole class.
3. Students will independently complete worksheet 4
4. Work time on worksheet page 4

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining key story elements in a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All you’ve got

**Activities**:

1. **Anticipatory Set:** Have students try to think of all the types of musical devices that came before MP3. (CD, tape, a-track, record, phonograph)
2. Read the “Teacher Read aloud” to students found from pages 159s-159t. Have students ask the class questions.
3. Build student vocabulary by studying pages 160-161 with students. (Optional: Complete Wordbook page 115)
4. Listen to the story on CD. Story is found on pages 162-175.
5. Discuss questions on page176 as a whole class.
6. Students will begin completing pages 116: Graphic Organizer: Story Map and page 117: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to be able to add and subtract decimals.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students make a number map, like the one on page 120 in their notebooks.
4. Hand out graph paper and work their sample problems using the Interactive Chalkboard.

**Assignment:** Practice your math facts and 3.5 Practice.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to introduce students into the new science unit.

**Resources:** Science Teacher’s manual

**Activities:**

1. Distribute new science books and energy unit booklets.
2. Have student fill in a KWL about Energy.
3. Look at F-1 in their books and discuss.
4. Have students write a list of all the places in the world and their lives where something needs energy.
5. Start Day 2 Lab

**Assignment:** Completed energy list.

**Assessment:** Teacher observations and completed list.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday October 18, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Chapter Review**

* *Complete Chapter Review and Test Preparation p. 318-319*
* Optional: Have students create acrostic poems with one of the feeling words

**Homework:** Work with group on poster.

**Assessment:** Completed posters and presentations of

**9:00-9:30 English**

**Lesson 5: Singular Possessive Nouns**

**Objective:** Students will write singular possessive nouns correctly.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have students create an animal with different animal parts. (Teeth of a shark, tail of a lion, etc.) Convert them to possessive nouns.
2. Read and complete pages 74-75 as a whole class.
3. Students will independently complete worksheet 5.
4. Work time on worksheet page 5

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:10 Computer Lab**

**Objective:** Students will create their newspaper articles and business letters.

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Sign up for a topic for the class newspaper.
2. Discuss the purpose and format of a business letter.
3. Allow students independently work on either their articles or business letters.

**Assessment:** Final pieces of writing

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining key story elements in a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

* Leveled Readers:
  + Victor Sews

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to review adding and subtracting decimals.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Review for upcoming test. Go over page 127-128 as a whole class.
4. Allow students to work independently page 129.
5. Correct page 129 as a whole class.

**Assignment:** Review for Chapter 3 Test.

**Assessment:** Teacher observations and complete review

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to understand that energy is all around us.

**Resources:** Science teacher manual

**Activities:**

1. Explain “Monster Trucks” lab on page F5 in their science books.
2. Allow students to complete lab.
3. When students are finished talk to students about how to find the speed of the trucks.
4. Share the results.

**Assignment:** Tell your parents how their cars measure speed.

**Assessment:** Teacher observation and completed lab.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday October 19, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Lesson 6: Plural Possessive Nouns**

**Objective:** Students will be able to write plural possessive nouns.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Complete the “One Minute Warm-up” on page 76 of the teacher’s manual.
2. Read and complete pages 76-77 as a whole class.
3. Students will independently complete worksheet 6
4. Work time on worksheet page 6

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Writing**

**Objective:** Students will create their newspaper articles and business letters.

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Sign up for a topic for the class newspaper.
2. Discuss the purpose and format of a business letter.
3. Allow students independently work on either their articles or business letters.

**Assessment:** Final pieces of writing

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining key story elements in a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

* Leveled Readers:
  + Victor Sews

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to take the Chapter 3 Test.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students take the Chapter 3 Test.

**Assignment:** Chapter 4 Vocabulary.

**Assessment:** Teacher observations and vocabulary.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to understand that a force applied to an object can change the objects motion.

**Resources:** Science Teacher’s manual

**Activities:**

1. Go over yesterday’s investigation
2. Read and discuss pages F6 through F13.
3. Use examples to visuals to explain.
4. Have students read over their notes and complete missing parts.

**Assignment:** Complete Lesson 1 Notes.

**Assessment:** Teacher observations and completed notes.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday October 20, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will create their newspaper articles and business letters.

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Allow students to work on various pieces of writing.
2. Allow students independently work on either their articles or business letters.

**Assessment:** Final pieces of writing

**Homework:** None.

**9:15-10:00 LMC—without mrs. dickenson**

**10:00-10:10 Teacher Read aloud and snack**

**10:05-10:55 D.A.R.E.**

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining key story elements in a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

**Activities**:

1. **Anticipatory Set:** “A Record Breaking Day” 150Q. Students will write a short journal entry pretending that they were the main character in the story.
2. Review the story by discussing workbook pages 116-117. Focus on how on page 116 you are able to determine where to find certain story elements in a story.
3. Read page 118 in the student workbook to the class. (Teacher’s Manual page 181A-181B)
4. Have students complete page 119 and discuss answers.
5. Use Teacher’s Manual pages 181C to introduce the structural analysis of the roots “spec” and “opt”. Complete workbook page 120.
6. Use dictionaries and teacher’s manual page 181C to teacher multiple meaning words. Complete workbook page 124.
7. Review with student’s action verbs and writing direct objects by completing pages 126 & 127 as a whole class.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**Objective:** For students to understand multiplying decimals by whole numbers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Go over vocabulary from yesterday.
3. Use blocks to explain “Hands-On” lab on page 134.
4. Use Interactive Chalkboard on go over 4.1 Lesson.
5. Allow students to complete page 137, problems 15-30.

**Assignment:** Book work

**Assessment:** Teacher observations and complete book work.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to create a roller coaster for a marble to begin to understand the difference between kinetic and potential energy.

**Resources:** Science Teacher’s manual,

**Activities:**

1. Collect yesterday’s homework. Announce a vocabulary quiz for the today after tomorrow.
2. Review what students have learned about energy thus far.
3. Show students the basics about the marble maze parts
4. Break students into groups and allow them to begin working on their mazes.

**Assignment:** Completed questions about their experiment in their note and lab book.

**Assessment:** Teacher observations and completed lab questions.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday October 21, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30 Music**

**9:00 Gym**

**9:30-9:45 Teacher Read aloud and snack**

**9:45-10:15 Spelling**

**Objective:** Assess student understanding of weekly spelling words.

**Materials:** Spello

**Procedure:**

1. Play Sparkle
2. Give Test
3. Correct while playing ‘Spello’

**Assessment:** Teacher observations

**Homework:** Test

**10:00-10:30 English**

**Using Exact Nouns**

**Objective:** Students will replace nouns with exact nouns.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have students write a list on nouns on the board. Replace them with exact nouns
2. Read and complete pages 80 as a whole class.
3. Students will independently complete worksheet “Using Exact Nouns”

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Students will create their newspaper articles and business letters.

**Materials:** Newspaper and business letter templates.

**Procedure:**

1. Allow students independently work on either their articles or business letters.

**Assessment:** Final pieces of writing

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to summarize a story. Students will also be able to use the comprehension skill of determining key story elements in a story.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 2: Give It All You’ve Got

Week 2 Skills Test

* Leveled Readers:
  + Victor Sews
  + The Doodler
  + Stepping Back in Time

**Activities**:

1. **Anticipatory Set:** Have students share their trivia questions with the whole class.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 2 Weekly Skills Test

**Assessment**:Weekly Skills Test

**Assignment**: Independent Reading

**11:45-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Objective:** For students to understand multiplying decimals by whole numbers.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Go over vocabulary from yesterday.
3. Use blocks to explain “Hands-On” lab on page 134.
4. Use Interactive Chalkboard on go over 4.1 Lesson.
5. Allow students to complete page 137, problems 15-30.

**Assignment:** Book work

**Assessment:** Teacher observations and complete book work.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** For students to create a roller coaster for a marble to begin to understand the difference between kinetic and potential energy.

**Resources:** Science Teacher’s manual, Marble maze materials.

**Activities:**

1. Finish mazes and allow students to take times for mazes.
2. Share maze designs as a whole class.

**Assignment:** None

**Assessment:** Teacher observations and completed Maze.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.